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ABSTRACT

This table contains average composite scores by state for high school graduates who took the ACT Assessment in 2000. For each state the percentage of graduates taking the ACT Assessment and the average composite score are given, with the same information for those who completed the recommended core curriculum and those who did not, as well as for those students for whom there was no course completion data. An attachment, titled "Cautions on the Use of State Aggregate ACT Scores," explains why the list of average scores should not be interpreted as providing grounds for an explicit or implicit ranking of the various states' educational systems. Students who take the ACT are self-selected and do not represent the entire student population. (SLD)

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ACT Average Composite by State
2000 ACT-Tested Graduates

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ACT Average Composite by State
2000 ACT-Tested Graduates

State	Total		Core Completers		Non-Core Completers		No Course Data	
	% of Graduates Tested*	Average Composite Score	% of Total Tested*	Average Composite Score	% of Total Tested*	Average Composite Score	% of Total Tested*	Average Composite Score
Alabama	68	20.2	72	21.1	27	17.8	2	18.9
Alaska	36	21.3	43	24.0	27	20.8	31	18.1
Arizona	27	21.5	67	22.2	28	20.1	4	20.3
Arkansas	73	20.3	74	21.2	20	17.7	6	18.8
California	12	21.4	63	22.2	32	19.7	5	21.5
Colorado	64	21.5	58	22.6	38	19.9	4	20.8
Connecticut	4	21.3	40	22.2	40	20.5	20	21.2
Delaware	3	20.6	61	21.7	33	18.2	6	22.6
Washington DC	18	17.8	63	18.0	28	16.9	9	18.8
Florida	40	20.6	67	21.4	27	18.7	7	19.7
Georgia	18	19.9	73	20.6	21	17.6	6	19.4
Hawaii	20	21.6	67	22.2	28	20.2	5	21.0
Idaho	61	21.4	48	22.6	49	20.4	3	20.3
Illinois	72	21.5	52	22.9	46	19.9	2	21.0
Indiana	20	21.4	63	22.3	31	19.7	6	21.2
Iowa	69	22.0	66	23.0	32	20.0	2	21.4
Kansas	77	21.6	57	23.0	40	19.8	3	20.4
Kentucky	71	20.1	47	21.1	51	19.3	2	19.0
Louisiana	80	19.6	71	20.5	26	17.1	3	19.6
Maine	5	21.9	45	22.2	46	21.8	9	20.8
Maryland	10	20.7	68	21.2	26	19.5	6	20.6
Massachusetts	7	21.9	44	22.2	39	21.6	17	21.9
Michigan	71	21.3	56	22.5	42	19.7	2	21.1
Minnesota	66	22.0	69	22.8	28	20.3	3	21.6
Mississippi	84	18.7	58	19.9	41	17.0	2	17.9
Missouri	69	21.6	60	22.8	37	19.7	3	21.5

* Totals for graduating seniors were obtained from *Projections of High School Graduates by State and Race/Ethnicity* 1996-2012, Copyright © by Western Interstate Commission for Higher Education, February, 1998.

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State	Total		Core Completers		Non-Core Completers		No Course Data	
	% of Graduates Tested*	Average Composite Score	% of Total Tested*	Average Composite Score	% of Total Tested*	Average Composite Score	% of Total Tested*	Average Composite Score
Montana	58	21.8	55	23.2	42	20.1	3	19.7
Nebraska	74	21.7	67	22.7	31	19.8	2	20.4
Nevada	40	21.5	61	22.4	36	19.9	3	21.1
New Hampshire	6	22.5	51	23.1	37	22.0	12	21.9
New Jersey	4	20.7	31	21.5	59	20.3	10	20.2
New Mexico	66	20.1	53	21.3	43	18.7	3	19.5
New York	14	22.2	63	23.4	29	19.9	8	21.3
North Carolina	13	19.5	61	20.5	34	17.7	5	19.1
North Dakota	80	21.4	63	22.8	35	18.9	2	20.0
Ohio	61	21.4	61	22.6	36	19.5	2	20.8
Oklahoma	71	20.8	52	22.0	44	19.4	4	19.7
Oregon	12	22.7	59	23.7	36	21.2	5	21.4
Pennsylvania	8	21.4	68	22.1	26	19.8	6	20.0
Rhode Island	4	21.1	44	21.9	44	20.9	12	19.4
South Carolina	23	19.3	70	20.0	24	17.2	6	19.6
South Dakota	72	21.5	63	22.5	35	19.7	2	19.7
Tennessee	78	20.0	62	20.9	36	18.4	2	19.3
Texas	32	20.3	73	21.0	23	18.3	4	19.4
Utah	69	21.5	43	22.5	54	20.7	3	20.8
Vermont	9	22.2	42	22.7	40	21.8	18	22.2
Virginia	9	20.5	68	21.2	24	18.8	8	19.9
Washington	18	22.4	54	23.2	42	21.3	4	22.5
West Virginia	60	20.2	40	21.5	58	19.3	2	19.8
Wisconsin	69	22.2	61	23.0	36	21.0	3	21.5
Wyoming	68	21.6	55	22.7	43	20.2	2	20.8
National	**38**	**21.0**	**61**	**22.0**	**35**	**19.5**	**4**	**20.4**

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Cautions on the Use of State Aggregate ACT Scores

The ACT Assessment comprises four curriculum-based achievement tests designed to assess critical reasoning and higher-order thinking skills in English, mathematics, reading and science. These tests reflect students' skills and achievement levels as products of their high school experience and serve as critical measures of their preparation for academic coursework beyond high school. ACT Assessment results are used by postsecondary institutions across the nation for admissions, academic advising, course placement and scholarship decisions.

The accompanying list of average scores should not be interpreted as providing grounds for an explicit or implicit ranking of the various states' educational systems. Students who take the ACT Assessment are self-selected and do not represent the entire student population. Further, the percentages of students taking the ACT Assessment vary a great deal from state to state, as do those students' backgrounds and characteristics. Many factors--among them, motivation and the desire to learn, parental support, the quality of teaching, socioeconomic status and extracurricular experiences--contribute to individual and group student achievement. However, a core college-preparatory program can be identified as one significant precondition to success on the ACT Assessment and in postsecondary studies. ACT defines a core college-preparatory program as four years of English and three or more years each of mathematics (starting with Algebra I), science and social studies courses.

For a state with a high percentage of ACT-tested graduates, comparing the percentages and average composite ACT scores of the core and non-core completers reveals, in general, large differences in overall student achievement and postsecondary preparation. For a state with a low percentage of ACT-tested graduates, however, the differences between core and non-core completers are not as definitive.

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